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ABSTRACT

The various aspects of an advanced placement seminar in the history of Europe are presented. Descriptions of the high school that offers the seminar, their admissions policy, and seminar coordination are included. Thirty-six unit topics, organized in the form of a calendar of lessons and assignments also are listed, as are a number of sample essay questions that have appeared on previous advanced placement European history examinations. (DB)

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בית ספר תיכון של הישיבה דפלטבוש
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An Advanced Placement Seminar in European History: Course Structure and Homework Assignments.

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An Advanced Placement Seminar

in European History

Introduction

The Yeshivah of Flatbush Joel Braverman High School is a private, religious, coeducational, college-preparatory high school in Brooklyn, New York, chartered by the University of the State of New York. Approximately 180 students are in each of grades 9-12. The school's policy is to offer as large an offering as possible in advanced placement courses to its superior juniors and seniors. They may choose elective courses from among the CEEB-APP offerings in United States History, Biology, Chemistry, Computer Science, Economics, English Literature, European History, French and Spanish Language, Government and Politics, Mathematics, and Physics. In May 1990, 125 candidates reported 210 grades, with 79% a 3 or better. Graduation requirements for all students include four years of English, four of social studies, two of French or Spanish, three of math, one each of biology and chemistry --all taken with appropriate New York Regents examinations-- as well as Jewish studies (all conducted in Hebrew) consisting of four years of Modern Hebrew, four of biblical studies, four of talmudic and halakhic studies, two of Jewish history and two of Jewish philosophy.

Programming a wide range of electives for such a school is a serious problem, especially when students can be taking ten or eleven academic subjects a day. We have not been able to program a full course in AP Euorpean History that would be available to all students at the same time. We therefore created a seminar offering to enable interested students to cover the AP material.

General structure

All freshmen and sophomores take a four-term Regents course in Global Studies (which goes up to the current period). In the senior year. AP European History is offered to highly motivated students in a seminar format. Because the students have such a demanding schedule --more than ten academic periods a day with extra-curricular activities beginning after 5 PM-- it is impossible to program the AP Seminar to meet after school. It therefore meets twice a week during lunch hour. Of course, schools with a less complicated schedule and a shorter school day could program the seminar to meet after classes.

Admissions policy

Our general policy is to encourage as many students as possible to consider participating in the seminar. Students are drawn from the honors and regular programs of the school. An interested student meets with the instructor of the course, who reviews the student's academic record and rules on admission to the seminar. Approximately fifteen students are admitted each year. Each receives a copy of Palmer/ Colton's History of the Modern World and Weber's Essays in Western Tradition.

Seminar coordination

The seminar is conducted and coordinated by the chairman of the social studies department. The material appropriate for a two-term course is covered in the seminar. The discussions span centuries with a thematic approach (e.g., intellectual revolution).

Students have specific reading assignments for each meeting of the seminar, as outlined on the following sheets. This course is not graded. It provides an opportunity for students to study, to engage in intellectual discussions, and to prepare for the AP exam. Over the past years better than 90% of the students earn a 3 or better on the AP exam, the majority a 4 or 5.

YESHIVA OF FLATBUSH JOEL BRAVERMAN HIGH SCHOOL MRS. BULKA

HISTORY OF EUROPE - ADVANCED PLACEMENT

Course Description: This is a survey course of European History which covers from the Middle Ages through modern times. This course is designed to be a semi-independent study on a college level.

Course Requirements: Excellent attendance; extensive reading; completion of all assignments on time; several supplemental essay assignments.

Texts: A History of the Modern World Palmer & Colton (PC)

A Study Guide for a History of the Modern World, Colton (SG)

The Western Tradition, E. Weber (W)

t = topic q = questions

Unit Topics -Calendar of Lessons and Assignments

1. Introduction/Orientation
   The Middle Ages (PC) p. 19-45
   (SG) t 3 q 5,6 t 4 q 1,2

   Upheaval and Revolution in Europe 1300 - 1560
2. Decline of the Church (Disasters of the 14th C.) (PC) p.47-52
   (SG) t 5 q 3,4
   Renaissance in Italy (PC) p.52-61
   (SG) t 6 q 1-7 (W) p. 300-312
3. Renaissance outside Italy (PC) p.62-66
   (SG) t 7 q 1, 3, 4
   (Rise of Modern State) The New Monarchies (PC) p.66-74
   (SG) t 8 q 1-4
4. The Protestant Reformation (PC) p.74-85
   (SG) t 9 q 1 - 6 (W) p. 343-351, 358-360,377-378
   The Catholic Counter-Reformation (PC) p.86-91
   (SG) t 10 q 2-4 (W) p. 360-373

Economic Renewal & Wars of Religion

5-6. Opening of the Atlantic (PC) p. 105-112
(SG) t 11 q 1-6 (W) p. 382-383
The Commercial Revolution (PC) p. 112-118
(SG) t 12 q 1, 3
Changing Social Structures (PC) p. 118-123
(SG) t 13 q 1, 3
Crusade of Catholic Spain; Dutch & English (PC) p. 123-131
(SG) t 14 q 1-5
The Disintegration & Reconstruction of France (PC) p. 131-137
(SG) t 15 q 1-6
The Thirty Years' War, 1618-1648: The Disintegration of Germany
(PC) p. 137-146
(SG) t 16 q 1-5

The Establishment of West-European Leadership -17 Century Europe

7. The Grand Monarch & The Balance of Power (PC) p. 157-159
(SG) t 17 q 1-3
Dutch Republic (PC) p. 159-164 (SG) t 18 q 4,5
Britain:The Puritan Revolution (PC) p. 165-171
(SG) t 19 q 1-4, 6 (W) p. 433-448
Britain: The Triumph of Parliament (PC) p. 171-177
(SG) t 20 q 1-4

8. France of Louis XIV, 1648-1715:Triumph of Absolutism
(PC) p. 177-185 (SG) t 21 q 1-4
Wars of Louis XIV: Peace of Utrecht, 1713 (PC) p. 185-192
(SG) t 22 q 1, 2, 4

The Transformation of Eastern Europe, 1648-1740

9. Three Aging Empires (PC) p. 205-214 (SG) t 23 q 1, 2
Formation of an Austrian Monarchy (PC) 214-219
(SG) t 24 q 1, 3
Formation of Prussia (PC) p. 219-227
(SG) t 25 q 2,3
Westernization of Russia (PC) p. 227-238
(SG) t 26 q 1-6
Partitions of Poland (PC) 238-240 (SG) t 27 q 1

The Struggle for Wealth & Empire

11. The Global Economy of the 18th Century (PC) p. 241-255 (SG) t 28 q 1-6
Western Europe after Utrecht 1713-1740 (PC) p. 255-264 (SG) t 29 q 1-4
The Great War & the Peace of Paris, 1763 (PC) 264-275 (SG) t 30 q 1,3-6

The Scientific View of the World (Scientific Revolution)

12. Prophets of a Scientific Civilization:Bacon & Descartes
(PC) 277-281 (SG) t 31 q 2-4 (W) p. 447-458
The Road to Newton: The Law of Universal Gravitation
(PC) 281-289 (sG) t 32 q 1-5
New Knowledge of Man & Society (PC) p. 289-296 (SG) t 33 q 2-4
(W) 460-462
13. Political Theory: The School of Natural Law (PC) p. 296-301
(SG) t 34 q 2-4 (W) 472-500

The Age of Enlightenment

14. The Philosophes (PC) p. 302- 314 (SG) t 35 q 1-5 (W) 504-505, 515-528
15. Enlightened Despotism:France, Austria, Prussia (PC) p. 314-323
(SG) t 36 q 1-4 (W) p. 535-545
Enlightened Despotism: Russia (PC) p. 324-331 (SG) t 37 q 1-4
(W) 552-557
New Stirrings: The British Reform Movement & The American Revolution
(PC) 331-349 (SG) t 38 & t 39

The French Revolution

16. Backgrounds (PC) 351-354 (SG) t 40 q 1-4 (W) p. 558 (top), 583-586
The Revolution of 1789 & The Reorganization of France
(PC) p. 354-366 (SG) t 41 q 1-5 (W) p. 586-590
The Revoltuion & Europe: The War & the "Second" Revolution, 1792
(PC) p. 366-372 (SG) t 42 q 1-5
The Emergency Republic, 1792-95: The Terror (PC) 372-380
(SG) t 43 q 1-5
The Constitutional Monarch: The Directory, 1795-99
(PC) 380-385 (SG) t 44 q 1,3,4 (W) 595-596
The Despotic Republic (PC) 385-390

Napoleonic Europe

17. Formation of the French Imperial System (PC) 392-398 (SG) t 46 q1,4-6
The Grand Empire; Spread of the Revolution (PC) 398-404 (SG) t 47 q 3,4
The Continental System;Britain & Europe (PC) 405-408 (SG) t 48 q 1,3,4
National Movements:Germany (PC) 408-414 (SG) t 49 q 1-4
The Overthrow of Napoleon; The Congress of Vienna (PC) 414-424
(SG) t 50 1-4 (W) 597-614

Reaction vs. Progress 1815-48

18. The Industrial Revolution in Britain (PC) 427-435 (SG) t 51 q 1,3,5-7
The Advent of the "Isms" (PC) 435-445 (SG) t 52 q 1-5
The Dike & The Flood; Domestic (PC) 445-449 (SG) t 53 q 1,2,4-6
19. The Dike & The Flood;International (PC) 449-455 (SG) t54 q 1-6
The Breakthrough of Liberalism in the West; Revolutions of 1830-32
(PC) 455-466 (SG) t 55 q 2-4
Triumph of the Western Bourgeoisie (PC) 466-469 (SG) t 56 q 1-5

Revolution (that Misfired) & The Reimposition of Order, 1848-70

20. Paris: The Specter of Social Revolution in the West (PC) 471-477

(SG) t 57 q 1-5
Vienna: The Nationalist Revolution in Central Europe & Italy
(PC) 477-483 (SG) t 58 q 1-6
Frankfurt & Berlin: The Question of a Liberal Germany
(PC) 483-488 (SG) t 59 q 1-6
Consequences of the 1848 Movements: The New Toughness of Mind:
Realism, Positivism, Marxism (PC) 489-495 (SG) t 60 q 1-6 (W) 696-716
Bonapartism: The Second French Empire, 1852-70 (PC) 496-509
(SG) t 61 q 1-4

The Consolidation of Large Nation-States 1859-71
Background:The Idea of the Nation-State (PC) 510-513
(SG) t 62 q 1-2
Cavour & The Italian War of 1859: The Unification of Italy
(PC) 514-518 (SG) t 63 q 1-5 (W) 673-675
Bismarck: The Founding of the German Empire (PC) 518-527
(SG) t 64 q 1-6 (W) 775-785
The Dual Monarchy of Austria-Hungary (PC) 527-531 (SG) t 65 q 2-3
Libealization of Tsarist Russia; Alexander II (PC) 531-536
(SG) t 66 q 1-5
The U.S.: The American Civil War (PC) 536-540 (SG) t 67 q 2,7
The Dominion of Canada, 1867 (PC) 541-543 (SG) t 68 q 4
Japan & The West (PC) 543-549 (SG) t 69 q 1, 4, 5

European Civilization 1871-1914
The "Civilized World" (PC) 551-554 (SG) t 70 q 1, 2
Basic Demography: The Increase of Europeans (PC) 554-562
(SG) t 71 q 1-5
The World Economy of the 19th Century (PC) 562-571
(SG) t 72 q 1,2, 4-7
The Advance of Democracy; Third French Republic, United Kingdom, German
Empire (PC) 572-585 (SG) t 73 q 1-4, 6-8
The Advance of Democracy: Socialism & Labor Unions (PC) 585-591
(SG) t 74 q 1-5 (W) p. 760-765
Science, Philosophy, the Arts, & Religion (PC) 591-603
The Waning of Classical Liberalism (PC) 603-607 (SG) t 76 q 1-3, 5-7

Europe's World Supremacy
Imperialism: Its Nature & Causes (PC) 610-616
(SG) t 77 q 2-4 (W)p. 785-788
The Americas (PC) 616-620 (SG) t 78 q 6 (W) p. 791-792
The Dissolution of the Ottoman Empire (PC) 620-627 (SG) t 79 q2,4,6
The Partition of Africa (PC) 627-634 (SG) t 80 q 1, 3, 4
Imperialism in Asia: The Dutch, British & Russians (PC) 634-638
(SG) t 81 q 1-4, 6
Imperialism in Asia; China & The West (PC) 638-645 (SG) t 82 q1-3,5
The Russo-Japanese War & its Consequences (PC) 646-647
(SG) t 83 q 1, 2

The First World War
International Anarchy (PC) 660-670 (SG) t 84 q 1-5
The Armed Stalemate-The Marne & the New Face of War, The Deadlock of
1915-16; Naval, Diplomatic, Military (PC) 671-676 (SG)t 85 q1, 6
The Collapse of Russia and the Intervention of the United States
(PC) 677-681 (SG) t 86 q 1-3, 5

28. The Collapse of Austrian & German Empires (PC) 681-683
(SG) t 87 q 1-3
The Economic & Social Impact of the War (PC) 683-687 (SG) t88 q 1-3
The Peace of Paris, 1919 (PC) 687-695 (SG) t 89 q 1-6 (W) 794-799

The Russian Revolution

29. Background (PC) 698-705 (SG) t 90 q 1-5 (W) 760-768
The Revolution of 1905 (PC) 714-720 (SG) t 91 q 1-5
The Revolution of 1917 (PC) 720-727 (SG) t 92 q 1, 3-5, 7, 8
(W)800-810, 819-825

30. The U.S.S.R. (PC) 717-725 (SG) t 93 q 1. 2. 4, 5
(SG) t 93 q 1. 2, 4; 5 (W) 989-990
Stalin: The Five Year Plans & the Purges (PC) 725-734
(SG) t 94 q 1-6
The International Impact of Communism, 1919-39 (PC) 735-739
(SG) t 95 q 1-3

The Apparent Victory of Democracy

31. The Advance of Democracy After 1919 (PC) 740-745
(SG) t 96 q 1-3
The German Republic & the Spirit of Locarno (PC) 745-751
(SG) t 97 q 1, 3-7
The Revolt of Asia (PC) 751-761 (SG) t 98 q 1-7
The Great Depression: Collapse of the World Economy
(PC) 761-766 (SG) t 99 q 1-5

Democracy & Dictatorship

32. The U.S.: Depression & New Deal (PC) 768-772
(SG) t 100 q 1, 3
Trials & Adjustments of Democracy in Britain & France
(PC) 772-780 (SG) t 101 q 1-7
33. Totalitarianism: Italian Fascism (PC) 780-784
(SG) t 102 q 1-3 (W) 828-841
Totalitarianism: Germany's Third Reich (PC) 784-794
(W) 842-854

The Second World War

34. The Weakness of the Democracies: Again to War (PC) 796-803
(SG) t 104 q 1-7 (W) 855-867
The Years of Axis Triumph (PC) 804-812
(SG) t 105 q 3-5, 7, 8 (W) 883-892
The Western-Soviet Victory (PC) 812-822 (SG) t 106 q 1, 2
35. The Foundations of Peace (PC) 822-827 (SG) t 107 q 3-6

Contemporary Age: Cold War, Communism, Colonial Revolution , Crisis & Coexistence

36. The Cold War & the Recovery of Western Europe, Cold War & Coexistence (PC) 843-851
The Communist World: Eastern Europe & the Soviet Union
(PC) 852-860
The Rise of Communist China (PC) 860-866
Empires into Nations: Asia & Africa (PC) 866-883
Democracies since 1945 (PC) 884-902
Intellectual & Social Currents (PC) 902-915
Crises, Clashes, and Coexistence (PC) 915-926
Challenges and Dilemmas (PC) 926-936

SAMPLE ESSAYS

(Suggested writing time - 45 minutes)

1. To what extent is the term "Renaissance" a valid concept for a distinct period in early modern European history?

2. What were the responses of the Catholic authorities in the sixteenth century to the challenges posed by the Lutheran Reformation?

3. "In seventeenth-century England the aristocracy lost its privileges but retained its power; in seventeenth-century France the aristocracy retained its privileges but lost its power."

Assess the accuracy of this statement with respect to political events and social developments in the two countries in the seventeenth century.

4. Compare and contrast the roles of the peasantry and of urban workers in the French Revolution of 1789 to those of the peasantry and of urban workers in the Russian Revolutions of 1917.

5. To what extent did Marx and Freud each challenge the nineteenth-century liberal belief in rationality and progress?

6. Compare and contrast the efforts to ensure European collective security that were made by the victorious powers between 1815 and 1830 (after the Napoleonic Wars) with those made by the victorious powers between 1918 and 1933 (after the First World War).

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(These essays appeared on the 1985 AP exam. Note the topics that are covered in the six essays. You can assume that a number of them will be among the essay choices this year, too.)

An essay which presents a coherent and cohesive picture will earn most of the points. The essay must tell the reader <u>within the first paragraph</u> which direction you are taking - a thesis statement. An independent approach might prove refreshing, interesting, and earn you points. However, don't forget that originality and creativity can <u>not</u> substitute for <u>facts</u>. <u>YOU MUST SUPPORT ANY STATEMENTS YOU MAKE WITH FACTS.</u> Try to write like a historian, in other words hedge your bets by using <u>qualifiers</u>. These include words like: probably, it is believed, it would appear, most of (almost never 'all of'), etc. etc. A conclusion which ties together the 'loose ends' of an essay is also necessary.
(An encouraging word: They do take into account that you have to tackle a major area in 45 minutes.)